

**EMBARGO 2 June 2022 at 8:00 am CEST**

## **PIRLS in Classrooms:**

### **IEA releases first volume with practical strategies for teaching reading comprehension in the new book series for teachers**

IEA is delighted to release the first volume in its new *Research for Educators* open access book series for teachers titled *Putting PIRLS to Use in Classrooms Across the Globe: Evidence-Based Contributions for Teaching Reading Comprehension in a Multilingual Context*.

This book series is part of IEA's reach out efforts to teachers and new freely available teaching resources aimed at **#GivingBackToTeachers** for all their support in IEA studies and investment in educational practice. Based on PIRLS (Progress in International Reading Literacy Study) data, the first volume in the book series offers **scientific insights and practical suggestions**.

Evidence-based insights from PIRLS have provided reliable information about the reading achievement of young readers and the factors associated with reading skills, influencing educational policy around the globe for decades. With the new *IEA Teacher Resources* initiative, we aim to transfer this knowledge more directly to classroom practice.

Developed by IEA in partnership with **Expertisecentrum Nederlands (Dutch Center for Language Education)**, *Putting PIRLS to Use in Classrooms Across the Globe* connects research with practice by transforming the latest scientific insights into didactic guidelines on how to approach teaching reading comprehension in everyday practice for all students.

#### **Evidence-based didactic approaches to teaching for better reading skills**

More than a book, the first volume in the *IEA Research for Educators* book series is a **classroom resource that teachers can return to** for lesson plan ideas and teaching strategies.

**The PIRLS Framework**, together with an overview of the newest literature, provides the reader with the current insights on reading comprehension, while the **PIRLS passages with corresponding questions** act as practical illustrations of the reading processes and didactic approaches discussed throughout the volume.

The book is composed of two parts: (i) An overview of literature insights in reading comprehension theory, including evidence-based didactic principles, and practical tips and example lessons based on PIRLS data, and (ii) Practical ideas for teaching reading comprehension to **multilingual students** from schools in five participating PIRLS countries—**Chile, Chinese Taipei, England, Georgia, and Spain**. The second part also contains PIRLS passages with instructions on how these can be used in the classroom.

**Didactic strategies** outlined in the first volume include, among others, reading in a meaningful and functional context, in-depth interaction about texts, explicit instruction in reading strategies, integrating reading tasks with other subjects, and monitoring factors associated with reading comprehension and differentiating instruction. Additionally, **graphic organizers** are used as helpful tools to actively structure the content of the text. Didactic approaches using visualization include mind maps, tables, Venn diagrams, schemes, and story maps.

#### DIDACTIC PRINCIPLES AT ELMHURST PRIMARY SCHOOL

At Elmhurst Primary School, several didactic principles are being integrated. In Key Stage 1, teachers focus mainly on decoding words. This is important because English is such an opaque language (see Chapter 1). Reading strategies like clarifying, summarizing, predicting, questioning, and monitoring understanding are taught explicitly to the older students. There is interaction about texts in small groups, and reading and writing are integrated very naturally. In addition, teachers at Elmhurst Primary School spend time stimulating reading for pleasure. Given the large number of multilingual students at the school, there is also a lot of focus on learning the meaning of new words.

### Good practices from England: An Example of Modeling a Strategy for Reading Comprehension

The release of the first volume in the *Research for Educators* book series is accompanied by a unique open access resource pack for teachers available in the dedicated [section for teachers on IEA's website](#). These resources include **Chapter Five (Extended)**—a description of good practices from seven schools in five participating PIRLS countries; **IEA Teacher Snippets XL**—a short and digestible format based on the first volume to support the use of theory with PIRLS data insights and passages; and freely available **PIRLS passages with corresponding questions and other resources** for teachers' use in the classroom.



#### The GIANT Tooth Mystery

*A fossil is the remains of any creature or plant that died on the Earth many, many years ago. People have been finding fossils for thousands of years in rocks and cliffs and beside lakes. We now know that some of these fossils were from dinosaurs.*



Long ago, people who found huge fossils did not know what they were. Some thought the big bones came from large animals that they had seen or read about, such as hippos or elephants. But some of the bones people found were too big to have come from even the biggest hippo or elephant. These enormous bones led some people to believe in giants.

Hundreds of years ago in France, a man named Bernard Palissy had another idea. He was a famous pottery maker. When he went to make his pots, he found many tiny fossils in the clay. He studied the fossils and wrote that they were the remains of living creatures. This was not a new idea. But Bernard Palissy also wrote that some of these creatures no longer lived on earth. They had completely disappeared. They were extinct.

Was Bernard Palissy rewarded for his discovery? No! He was put in prison for his ideas.

As time went by, some people became more open to new ideas about how the world might have been long ago.



Then, in the 1820s, a huge fossil tooth was found in England. It is thought that Mary Ann Martell, the wife of fossil expert Gideon Martell, was out for a walk when she saw what looked like a huge stone tooth. Mary Ann Martell knew the big tooth was a fossil, and took it home to her husband.

When Gideon Martell first looked at the fossil tooth, he thought it had belonged to a plant eater because

Fossil tooth sketched life-sized

Extract from a PIRLS passage: "Giant Tooth Mystery" by Kate McMullan

Nicole Swart, researcher in reading comprehension at Expertisecentrum Nederlands and a co-author of *Putting PIRLS to Use in Classrooms Across the Globe*, said:

"With this book, we hope to inspire teachers to reflect on their current reading comprehension lessons and further base their lessons on evidence-based insights, so that they can prepare their students to become the best possible readers with an enthusiasm for reading."

Commenting on the aims of *IEA Research for Educators* and the collaborative efforts behind the first volume, series editors Andrea Netten, Director of IEA Amsterdam, and Paulína Koršňáková, Senior Research and Liaison Adviser at IEA, said:

“The aim of the new *IEA Research for Educators* book series is to **connect the growing body of knowledge based on IEA studies**, as well as other research findings, with school and classroom realities. It has been an exciting effort to translate IEA study data into evidence-based resource materials for teachers with the goal of **fostering engagement and conversation between researchers and educators**.

The first volume makes use of the wealth of PIRLS materials to assist teachers in teaching reading comprehension and **marks the first time that IEA has adapted insights and passages from PIRLS** into freely available, practical, and adaptable material for teachers to use in the classroom. We are extremely grateful to the team of authors from **Expertisecentrum Nederlands, an institution that has been the national study center for PIRLS in the Netherlands since its first cycle in 2001**, for their dedication to the development of the first volume in this new series and new IEA format.”

With an overview of the theories from research on reading comprehension, insights into teaching reading comprehension in multilingual classrooms, and practical teaching tips based on robust and reliable PIRLS data, *Putting PIRLS to Use in Classrooms Across the Globe* can serve as an inspiration to teachers around the world.

END

For more information about this release or to arrange interviews, please contact:

**Inasa Bibić**

Media and Outreach Officer



Researching education, improving learning

International Association for the Evaluation of Educational Achievement

Email: [i.bibic@iea.nl](mailto:i.bibic@iea.nl) | Tel. +31 6 23 366 076 | [www.iea.nl](http://www.iea.nl)

IEA Amsterdam | Keizersgracht 311 | 1016 EE Amsterdam | The Netherlands



#### **Notes to Editors:**

Please use **#GivingBackToTeachers** and **#IEAResearchforEducators** on social media.

For an overview of all IEA teacher resources, [please visit our website here](#).

#### **New *IEA Research for Educators* book series translates scientific data into teaching strategies**

The wealth of IEA research data collected through ILSAs (international large-scale assessments) has always served as an excellent resource for education researchers and policymakers. Published in

partnership with Springer, the new *Research for Educators* open access book series aims to give back to schools and teachers for their investment in education and support in conducting ILSAs. The book series is conceived around providing practical approaches to teaching based on reliable scientific data and fostering engagement and discussion between researchers and practitioners in education.

### **SAVE THE DATE: PIRLS 2021 International Report release in December 2022**

Results from PIRLS 2016 show that attitudes toward reading have declined on average across many countries, with fourth graders internationally reporting that they enjoy reading less. PIRLS 2021 International Report on reading literacy will be released on **13 December 2022** and—as the only international large-scale assessment conducted during the COVID-19 school disruption—it will show if and how these attitudes have changed on average over the last five years and during school closures. More details about the public release of PIRLS 2021 results will follow closer to the date [on IEA's website](#).

### **About Progress in International Reading Literacy Study (PIRLS)**

PIRLS is one of IEA's key studies and provides trends and international comparisons of fourth grade students' reading literacy achievement and associated factors. Directed by TIMSS and PIRLS International Study Center at Boston College and conducted every five years since 2001, PIRLS is recognized as the global standard for assessing trends in reading achievement at the fourth grade.

### **About the International Association for the Evaluation of Educational Achievement (IEA)**

**IEA** is an independent, international cooperative of national research institutions, governmental research agencies, scholars, and analysts working to research, understand, and improve education worldwide. It conducts high-quality, large-scale comparative studies of educational achievement and other educational aspects, across the globe to provide educators, policymakers, and parents with insights into how students perform.

### **About Expertisecentrum Nederlands (Dutch Center for Language Education)**

[Expertisecentrum Nederlands](#) promotes language education and works to constantly improve education in the Netherlands. The center gathers experts in connecting science and practice, who conduct practice-oriented and policy-oriented research for effective language education. The results of their research are used to develop practical and innovative guidelines for practitioners in education.